

Inspiration catalogue

- DCAC Pedagogical didactic training courses



Vocational Teacher Training of Pedagogics

Danish education features innovative teaching methods in a work-based environment designed to promote the employability and the skills of the individual student/apprentice.

The Danish vocational education and training (VET) builds on the dual principle, where apprentices switch between school-based learning and training in a company. The model is the key to ensure a flexible and skilled workforce that can adapt to changes within the labor market as lifelong learning. We teach our students and apprentices the skills they need to become a part of the workforce of tomorrow, preparing them for employability. Therefore, the skills of teachers and managers are key as well.

In the DCAC courses, our expert lecturers unfold the potential of each student in order for them to succeed and get direct access to the workforce.

The way the teachers and trainers perform in the interaction with students has a direct impact on learning outcome and competences. All our lecturers are trained to use different methods and design their teaching to match the prerequisites of students and trainers. We strongly focus on the synergy between theoretical and practical elements since it proven to be the most efficient and motivational ways of educating competent craftsman students.

A trustful learning environment between apprentices and trainers is an important element to successful learning outcome and dedication.

DCAC core elements of our training, which characterizes everything we do

Work based learning (WBL)

The DCAC training is based on an educational strategy that combines practice and theory with a strong focus on meeting the needs of the workplace. The curriculum is always adjusted in collaboration with the industry, and the teaching combine theory and practice.

Problem based learning (PBL)

Our DCAC Programs are mainly based on methods inspired by problem-based learning, where students and apprentices gain new knowledge, while focusing on solving specific problems or challenges. The role of the teacher/trainer is as a facilitator to support and guide the learning process. Often, the teaching takes place in teams where the students are trained to interact and perform innovatively.

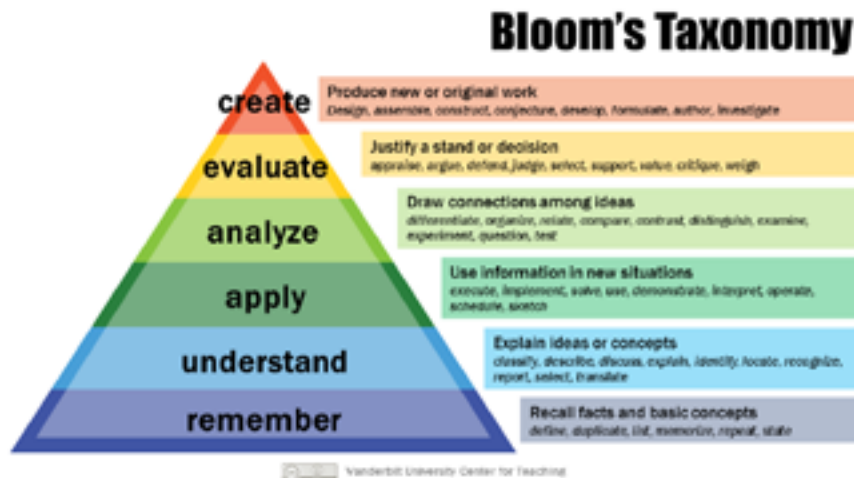
Communication and constructive Feedback

DCAC Lecturers establish good contact to the apprentices and students and give them constructive and formative feedback with a clear indication of how to improve. The lecturers assist our apprentices and students to progress by showing interest and pointing at the right way to do things – instead of only pointing towards errors and “what is wrong”.

Clear learning goals – and clear outcome

Students and apprentices are motivated when they know exactly what they are expected to learn from a given program or a lesson. Clear communication of the learning goals, which are connected to a specific program or course. In addition to focusing on learning goals as well as clear instructions and criteria for success are for all teachers to implement.

DCAC pedagogical DNA is based on Bloom's taxonomy.



Developing education and training with Bloom as a backbone will enhance the students with competences to be able to more flexibility in their skilled work situations and therefore not vulnerable to rapid changes at labor market. DCAC perform 90% employability for students coming from VET into the labor market.

Journeyman's test - the final test will reflect and validate all the above taxonomies and is done in cooperation with the industries and stakeholders in VET.

DCAC offers courses within pedagogy

Why offer courses within pedagogy to your teachers or trainers? Because: no matter how good you are, technically, it is your abilities to design and execute the teaching process, that matters in the end! In the following, we present our current DCAC courses designed to teach trainers and managers to manage the main tools of Danish Vo-

ational pedagogy – with a strong emphasis on the correlation between theory and practice. We adjust the courses according to your needs and expectations. You and your staff will be trained to use these pedagogical methods to ensure optimal learning and success at your educational institute or training center. By attending DCAC pedagogical courses your trainers learn putting the students learning in focus of teaching.

Online and / or face-to-face

All our courses may be conducted online, face-to-face or as digital and blended learning according to your needs.

Examination and certification

Oral examination individually or in groups. Participant will receive a DCAC certification.

THREE FACTS:

- 1. The most successful** learning happens while students work actively “hands-on”.
- 2. The professional relation** between trainer and apprentice is a pivotal factor for ensuring learning results.
- 2. Feedback and evaluation** greatly influence the learning results and motivation to learn.



Boost the skills of your teaching staff

Train the trainer course

Welcome to Vocational Innovation

Pedagogical leadership in practice

Problem Based Learning

Digital classroom – take the lead!



Train the trainer course

Duration: 2 weeks.

Target Group: Teachers / Staff at vocational training centers and schools.

DCAC train-the-trainer course develops the skills and competences of the teaching staff and updates them with the needed key pedagogical techniques to successfully developing the skills and performance of others. The goal is to reach the best quality craftsmanship for the individual staff member or trainee. After attending the course, he/she will be able to plan and implement successful work-based training, which exploits the full potential of the learner by combining theory and hands-on training – no matter the specific profession.

Learning objectives

- Optimize motivational learning environment and classroom management
- Be competent in using clear, action-oriented learning objectives
- Plan efficient work-based learning by use of easy-to-use-tools
- Choose relevant feedback and assessment methods which strengthen learning
- Teach entrepreneurial and innovation skills in a cross sectorial setting
- Knowledge about vocational teaching models and choose the best for your learners.

Keywords

10 checkpoints for successful teaching, learning versus education, work-based learning, planning tools, differentiation models, evaluation and assessment, innovation competences, management of group work, motivation and feedback, teachers' role, activities and variation.

Materials

The learners receive the “DCAC Guidebook to work based learning”, “DCAC toolbox” with tutorials and exercises.
Evaluation: Final test and diploma for successful fulfillment of the course.
After participating, the teacher will be

able to plan and implement a successful teaching process leading to support of the strategies and visions of your school or company.

Teaching methods

Theory combined with hands-on exercises and practice-based cases. Blended learning which may integrate online with face-to-face teaching.

Tailor-made

Methods and precise content of the course will be designed to support the visions and strategies of the company or school.

Welcome to Vocational Innovation

Duration: 1 week

Target Group: Teachers / Staff at vocational training centers and schools

In all industries, a fast-paced development is taking place. More than ever before, there is a need for the employees in both small and large companies to be able to think in an innovative way and act on current challenges that the customers are faced with. It is a requirement to be able to come up with valid products and solutions. During this DCAC innovation course, your teachers/trainers will gain concrete hands-on tools to organize and implement innovation courses for their students. After completing the course, the teachers/trainers are ready to boost the innovation force on your schools with initiatives that extends beyond the school and into the world with new solutions to existing problems.

Learning objectives

- Gain hands-on knowledge about different forms of innovation in a vocational context
- Designing an innovation course for your students based on a real issue that a company or organization needs solved
- Gain tools for guiding students through the A-Z of innovation
- Learn to produce prototypes and presentations that communicate the innovation solutions to the different target groups
- Learn to involve potential customers, users, and other stakeholders to evaluate the potential of the products

- Gain insight into business models, so that you can guide and inspire your students to move forward with and carry out their ideas and products.

Keywords

Innovation competence, social and economic entrepreneurship, Product versus process, Innovation models (Design thinking and CIE), creativity, collaboration and communication, prototyping, Burning platform, involvement of companies and stakeholders, motivational teaching, business models.

Materials

The participants will receive the tutorials,

exercises, and inspiration.

Evaluation

Final test and diploma for successful fulfillment of the course. After participating, you will be ready to promote innovation in a systematic and engaging way.

Teaching methods

Theory combined with hands-on exercises and practice-based cases. Blended learning which may also integrate online with face-to-face teaching. Together with you, we choose the right tools and methods that suit your needs.

Pedagogical leadership in practice

Duration: 1 week

Target Group: Managers and Heads of vocational training centers or team leaders at schools

As the director of a training center, you are responsible for the students living up to their full learning potential. Additionally, you are also responsible for your teachers/trainers and staff have developed a shared agenda for how to jointly ensure that the focus is on the students' learning. During this DCAC course on pedagogical leadership in practice, you will get tools to focus on the students' learning. You will gain competences to develop the school's pedagogical foundation together with the teachers. Additionally, your focus and knowledge on what good teaching is will be enhanced. After completing the course, you will be better equipped to create the framework for the teachers' cooperative work with planning, evaluation, and development of teaching.

Learning objectives

- Learn to acknowledge and create motivation and job satisfaction which will rub off on the students' learning process
- Use observations as a method to gain knowledge about the students' learning process and to support your teachers/trainers in the best way possible
- Choose the best evaluation and feedback methods to enhance the quality of the teaching/training
- Describe the school's pedagogical strategy – plan to carry it out

- Take advantage of your employees' different competencies to optimize their team collaboration

Keywords

10 checkpoints for successful teaching, learning versus education, evaluation and assessments, Observation in classrooms, teamwork that works, student-centered-learning, motivational leadership.

Materials

The participants will receive the "DCAC toolbox" with tutorials, exercises, and inspiration.

Evaluation

Final test and diploma for successful fulfillment of the course.

After participating in the course, the leader will be ready to start implement pedagogical leadership in his / her organization.

Teaching methods

Theory combined with hands-on exercises and practice-based cases. Blended learning which may integrate online with face-to-face teaching.

Problem Based Learning

Duration: 1 week.

Target Group: trainers and teachers at vocational training centers and schools.

Say goodbye to one-fits-all presentation, and hello to the real-world issues that prepares your students for a job. Problem Based Learning is one of the most successful teaching methods in Denmark. The advantage of this method is that, over a longer or shorter period, the students work with a specific, real-life problem in, for instance, an interdisciplinary team. Through Problem Based Learning, the students can develop their collaboration skills throughout the education, and they practice analytical, interdisciplinary and a result-oriented working approach. The students also get closer to the labor market and the industry that must employ them after their education. During this DCAD course, the teacher develops competencies to create long or short teaching programs which are based on the learning objectives and curricula of the education and which ensure independent thinking, cooperation skills and creativity among the students.

Learning objectives

- Design a problem-based courses for your students – long or short ones
- Learn to facilitate group work, team building and conflict management
- Learn the difference between assignments and cases – and choose the best option for your students
- Gain theoretical insight into “what knowledge is”
- Learn to stimulate independent thinking for the students
- Shine a light on the interdisciplinary approach
- Strengthen the student-centered learning

- Focus on feedback and feedforward

Keywords

Planning tools, Feedback and feedforward, evaluation and assessment, management of group work, problem statement, analysis, Student centered learning, the teacher as coach.

Materials

The learners receive the “DCAC Guidebook to Problem Based Learning”, “DCAC toolbox” with tutorials and exercises.

Evaluation

Final test and diploma for successful

fulfillment of the course.

After participating, the teacher will be able to create quality teaching and coaching of teamwork to improve employability

Teaching methods

Theory combined with hands-on exercises and practice-based cases. Blended learning which may integrate online with face-to-face teaching.

Tailor-made

Methods and precise content of the course will be designed to support the visions and strategies of the company or school.

Digital classroom – take the lead!

Duration: 1 week.

Target Group: Teachers/Staff at vocational training centers and schools.

Digital learning is here to stay, and the Corona crisis made the importance of training institutions embracing the possibilities of digital learning very clear.

However, how do you ensure that students stay motivated to learn “online”? How do your teachers create dialogue and variations of activities to ensure effective learning taking place? Which elements of the curriculum is suited for “here-and-now” synchronous teaching? Moreover, which elements would be more efficient for the students to join in their own learning pace, for instance by use of videos, podcast, or other methods? To ensure all students’ successful learning results by means of digital tools, all involved teachers ought to have adequate skills to design and implement digital teaching sessions. In this DCAC course teachers and trainers learn to plan and facilitate successful digital training.

What you gain

After attending the course, the teachers have designed and tested their own digital teaching course with strong focus on the students’ progression and motivation.

Learning objectives

- Choosing the right teaching methods to ensure your students’ best learning process
- Design digital learning processes that meet the potentials of all students – no matter their starting point
- Taking the lead of the digital classroom
- Ensuring high activity and variation to strengthen the learning outcome
- Hands-on skills to use different online

platforms for discussion and engagement

- Synchronous learning versus asynchronous learning: How to choose between these two methods?
- Use the moment – how to use failure in a successful way
- Get the most out of using videos and visualizations
- Use live polling tools to ensure differentiation and commitment
- Design and test your own, personal digital teaching module – and get ready to launch it with your students!

Keywords

10 checkpoints for successful teaching, synchrony versus asynchrony, Digital tools to

strengthen learning, possibilities and dilemmas, Leading digital classroom, Differentiation and feedback, clear structure, digital diversity.

Materials

Open source material in combination with DCAC guidebook including instructions and assignments.

Teaching methods

The course may be conducted face-to-face or by use of distance and blended learning according to your needs.

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